

Aztec Municipal School District  
Questionnaire Responses  
August 2008

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VIA E-MAIL

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**Programs and Services**

1. How will the implementation of the proposed funding formula affect your district's program cost?

Our district stands to receive an additional \$3,336,831.

2. How will the implementation of the proposed funding formula impact the educational programs and student services provided by your district?

a) Educational Programs

- Five additional comprehensive classrooms at the elementary and middle school grade levels that have the greatest need (small class size and targeted instruction)
- Permanent substitute teachers – two or four per school depending on school size
- A transition program for at risk eighth graders before they move to ninth grade
- Expand distance learning offerings, including AP courses

Professional Development for Educational Programs

- Instructional specialists – one per school
- Technology coaches – three for the district
- One extra paid professional development day

b) Student Services

- Additional hardware and software for student use
- Additional athletic and activities offerings for students at the mid and high schools
- Additional support staff, e.g. custodians, maintenance personnel, tech support
- An additional counselor at AHS
- An additional social worker for the district
- Extended hours for school libraries at selected schools

3. Will your district use the additional funding resulting from the implementation of the proposed funding formula to reduce class size? If so, what grades, and how many classrooms would be affected?

Adding five comprehensive classrooms at selected grade levels will reduce the class size at five grade levels.

4. What other changes might your district consider as a result of additional funding?

Additional funding will enable the district to:

- Add four extra days for students
- Add assistant principals to our elementary schools
- Raises for support staff
- Raises for administrators

5. How will your district ensure that it provides all of the following educational programs and services as required in the funding formula bill, as amended, during the session?

- bilingual and multicultural education, including culturally relevant learning environments, educational opportunities, and culturally relevant instructional materials;
- health and wellness, including physical education, athletics, nutrition, and health education;
- career-technical education;
- visual and performing arts and music;
- gifted education, advanced placement, and honors programs;
- special education; and
- distance education.

We provide all of the educational programs and services listed above; additional funding will allow us to

- Staff the new Performing Arts Center
- Purchase additional physical education equipment, including technology

6. To the best of your ability at this time, please fill in the table below to identify the additional state-funded FTE that your district would be able to provide as a result of the implementation of the proposed funding formula:

<b>Personnel</b>	<b>Elementary</b>	<b>Middle</b>	<b>High</b>	<b>Current FTE</b>	<b>Proposed FTE</b>
Teachers	3	2		152	157
Principals – Elementary Assistant Principals	3			9	12
Counselors – High School Career Counselor			1	7.77	8.77
Nurses					
Physical Education Teachers					
Art and Music Teachers					
Social Workers	1			4	5
Librarians					
Advanced Placement Teachers					
Gifted Education					
Intervention Specialists – Instructional Coaches	3	1	1	1	5
Technology Coaches	1	1	1		3
Bilingual Education					
Educational Assistants					
Special Education Teachers (excluding gifted)					
Ancillary and Support Staff					
Maintenance and Operations Staff (including custodians) – One Maintenance and Custodial worker at each site excluding Vista Nueva	6	2	2	34	44

<b>Personnel</b>	<b>Elementary</b>	<b>Middle</b>	<b>High</b>	<b>Current FTE</b>	<b>Proposed FTE</b>
Data Entry Clerks					
Other Central Office Staff					
Other School-Based Staff – Permanent School Substitutes	6	4	4		14

### **Accountability**

The legislation introduced during the 2008 session to change the public school funding formula utilizes the Educational Plan for Student Success (EPSS) as the means of ensuring accountability with regard to districts providing a sufficient educational program for all students that includes not only the basic required academic programs, such as reading, writing, and math, but also programs such as bilingual-multicultural education, physical education, arts and music, and gifted programs. In short, PED is required to disapprove any budget for a district or charter school that cannot show in its EPSS that it is offering all required programs.

7. Do you believe that the EPSS is the appropriate mechanism to tie together budget approval and program delivery? If not, what means would you suggest be used as an alternative to ensure accountability?

The district and individual school EPSS are an appropriate mechanism to tie together budget approval and program delivery. Reviewing our EPSS on a trimester basis ensures data are being used for decision making, ensures that we have time to make mid-year corrections if necessary and allows the timely sharing of best practices.

### **Staff Salaries**

The proposed funding formula would replace the current Training and Experience (T&E) Index with the Index of Staff Qualifications (ISQ). Although both indexes are designed to distribute additional funding to districts and charter schools based on the composition of their instructional staff, they are not identical:

- The T&E calculation is based on years of service and academic degrees for all instructional staff but does not reflect the three-tiered licensure system for teachers.
- The ISQ calculation recognizes not only experience and academic degrees but also licensure levels. It was calibrated on the average teacher salaries for each of the three levels and distributes additional dollars based on the proportion of teachers in each of those levels. In addition, there is a second calculation for those instructional staff, such as counselors, who are not included in the three-tiered system. Because the base per-student cost upon which the proposed formula is based already reflects the average salary by personnel category in the average district, the ISQ is applied only to salary costs in a district or charter school that are beyond the average.

8. If you have calculated your district's ISQ using the most recent matrices in the bill (see Attachment 2), how would this factor impact funding for your district?

According to our calculations, this will not generate our district any additional funding at this time.

## Special Education

9. Currently, how many students in your district have been identified as in need of special education, and what percentage of your district's enrollment does this number represent? **(Do not include gifted students.)**

Number: 570                      Percentage: 18.7%

10. How will the proposed funding formula's use of a fixed special education identification rate of 16 percent impact special education funding for your district?

The fixed special education identification rate of 16 percent will negatively impact our district financially. However, we will be better able to accommodate all students with additional funding generated by the formula overall.

## Gifted Education

11. Currently, how many students in your district have been identified as gifted, and what percentage of your district's enrollment does this number represent?

Number: 81                      Percentage: 2%

12. Even though the bill as amended during the session does not require districts to consider students that have been identified as gifted to be in need of special education, it does require that these students be served. How will your district specifically address the needs of students identified as gifted?

In addition to the services currently offered to students identified as gifted, we anticipate adding

- Distance and on-line accelerated curriculum
- Acceleration plans for qualified students

## Revenue Sources for Implementation

13. What revenue sources for the additional dollars needed to reach sufficiency would your district support?

The Aztec District supports a minimum of 50% of the state's annual general fund be allocated to public education. Revenue needed beyond this amount should come from a balanced funding plan that does not disproportionately disaffect one sector of our state.

## Potential Problems

14. What problems, if any, does your district anticipate will arise from the implementation of the proposed funding formula?

Two problems we anticipate are:

- The shortage of highly qualified teachers and other support staff as the demand goes up across the state.
- The lack of space for additional staff and smaller class sizes.

15. What problems, if any, does your district anticipate will arise if the proposed funding formula is not implemented?

The Aztec School District has had to cut staff for the past three years to meet our budget as the demands for student achievement have increased. If we, as a state or as a district, continue to do things the way we have done them for the past twenty years, we will continue to receive the same results. We have maximized every dollar of funding and we have reached the limit of what we can do with available resources. If we are committed to raising student achievement, we have now reached the point where it will take additional funding.

New Mexico is at a crossroad. We are struggling with economic development and we have a public education system that is underfunded by 15%. If we want the greatest return on investment for our children and for our economy, we need to make the decision to do whatever it takes to sufficiently fund public education.

16. Please feel free to identify any other issues that have not been addressed in these questions that you feel the committee should be aware of.

ISQ-A – Teachers, Including Librarians

Level I														
Year's Within Level	0 – 1			2 – 3			4 – 5					Total	Total	
Academic Classification	FTE	Factor	Adjusted FTE	FTE	Factor	Adjusted FTE	FTE	Factor	Adjusted FTE			FTE	Adjusted FTE	
Bachelor's	11.00	0.64	7.04	19.00	0.67	12.73	6.00	0.71	4.26			36.00	24.03	
Master's	0.00	0.68	0.00	1.00	0.72	0.72	1.00	0.76	0.76			2.00	1.48	
Master's + 45/Post-Masters	0.00	0.71	0.00	0.00	0.75	0.00	0.00	0.79	0.00			0.00	0.00	
<b>Total</b>	<b>11.00</b>		<b>7.04</b>	<b>20.00</b>		<b>13.45</b>	<b>7.00</b>		<b>5.02</b>			<b>38.00</b>	<b>25.51</b>	
Level II														
Year's Within Level	4 – 6			7 – 8			9 – 15			Over 15			Total	Total
Academic Classification	FTE	Factor	Adjusted FTE	FTE	Adjusted FTE									
Bachelor's	19.00	0.76	14.44	6.00	0.82	4.92	35.00	0.93	32.55	40.51	1.04	42.13	100.51	94.04
Master's	3.00	0.81	2.43	5.00	0.88	4.40	3.00	1.00	3.00	4.00	1.11	4.44	15.00	14.27
Master's + 45/Post-Masters	1.00	0.85	0.85	0.00	0.92	0.00	0.00	1.05	0.00	2.00	1.16	2.32	3.00	3.17
<b>Total</b>	<b>23.00</b>		<b>17.72</b>	<b>11.00</b>		<b>9.32</b>	<b>38.00</b>		<b>35.55</b>	<b>46.51</b>		<b>48.89</b>	<b>118.51</b>	<b>111.48</b>
Level III														
Year's Within Level	7 – 8			9 – 15			Over 15					Total	Total	
Academic Classification	FTE	Factor	Adjusted FTE	FTE	Factor	Adjusted FTE	FTE	Factor	Adjusted FTE			FTE	Adjusted FTE	
Bachelor's	0.00	0.90	0.00	0.00	1.02	0.00	1.00	1.17	1.17			1.00	1.17	
Master's	2.00	0.96	1.92	17.00	1.09	18.53	29.00	1.25	36.25			48.00	56.70	
Master's + 45/Post-Masters	0.00	1.01	0.00	2.00	1.14	2.28	6.00	1.31	7.86			8.00	10.14	
<b>Total</b>	<b>2.00</b>		<b>1.92</b>	<b>19.00</b>		<b>20.81</b>	<b>36.00</b>		<b>45.28</b>			<b>57.00</b>	<b>68.01</b>	
<b>Matrix Totals</b>												<b>213.51</b>	<b>205.00</b>	

ISQ-B – Other Instructional Staff

ISQ-B – Other Instructional Staff																	
Years of Experience	0 – 2			3 – 5			6 – 8			9 – 15			Over 15			Total	Total
Academic Classification	FTE	Factor	Adjusted FTE	FTE	Factor	Adjusted FTE	FTE	Adjusted FTE									
Bachelor's or Less	0.00	0.65	0.00	0.00	0.78	0.00	1.00	0.87	0.87	0.00	0.91	0.00	3.04	0.91	2.77	4.04	3.64
Bachelor's + 15	0.00	0.70	0.00	0.00	0.83	0.00	1.00	0.87	0.87	0.00	0.96	0.00	2.00	1.00	2.00	3.00	2.87
Master's/Bachelor's + 45	0.00	0.74	0.00	1.00	0.87	0.87	0.40	0.91	0.36	2.11	1.00	2.11	0.00	1.04	0.00	3.51	3.34
Master's + 15	0.00	0.78	0.00	0.00	0.91	0.00	0.00	1.00	0.00	0.51	1.13	0.58	4.92	1.17	5.76	5.43	6.33
Master's + 45/Post-Masters	0.00	0.87	0.00	0.00	1.00	0.00	0.00	1.13	0.00		1.22	0.00	5.28	1.30	6.86	5.28	6.86
<b>Total</b>	<b>0.00</b>		<b>0.00</b>	<b>1.00</b>		<b>0.87</b>	<b>2.40</b>		<b>2.10</b>	<b>2.62</b>		<b>2.69</b>	<b>15.24</b>		<b>17.39</b>	<b>21.26</b>	<b>23.05</b>
<b>Matrix Totals</b>																<b>21.26</b>	<b>23.05</b>

GRAND TOTAL (ISQ-A + ISQ-B) 234.77 228.05  
 RAW INDEX OF STAFF QUALIFICATIONS 1.00